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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2010-2011**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade: Kinder** | | **Unit: WHO WE ARE (Maths)** | | | | | **Driving  Supporting X Discipline-Specific** | | | | |
| **Modality**  **X Visual**  **x Kinaesthetic**  **X Auditive** | **Style**  Mastery  **X Understanding**  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative  ***Summative*** | | | |
| **X Visual-Spatial**  Verbal-Linguistic  **X Kinaesthetic**  **XLogical-Mathematical** | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  **X Process-focused**  **X Selected response**  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  **X Checklist**  **X Anecdotal Records**  Continuum  Other | |
| **Achievement Indicators:**  **HANDLING DATA:**   * Identifies outcomes in order of likelihood: will happen, might happen, won´t happen.   **SHAPE & SPACE:**   * Follows instructions that describe position: between, next to, behind. * Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). * Explores paths, boundaries and regions in their surroundings.   **NUMBER:**   * Using objects finds, draws and orders all possible 2-number combinations to make numbers 5-9. | | | | | | **Skills: Thinking** (comprehension, analysis, application) | | | | | |
| **Materials:**  ACCORDING TO EACH STATION | | | | | | **Grouping**  **X Individual**  Pairs  **X Small group**  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  **Alternative**  **Parallel**  **Stations** |
| **Date:** week 14 (Nov 22-26/10) | | | **Time:** | | |
| **Description** | | | | | | | | | | | |
| **Summative assessments with rubrics:**  **Call out children individually to assess Handling data (probability), 3D shapes, Positions, Paths, Number:** | | | | | | | | | | | |
| **HANDLING DATA (Probability)**: Draw a chart on a small board and have children place each picture or statement where they think it goes! Have them give reasons for their answers.   |  |  |  |  | | --- | --- | --- | --- | | **D** | **C** | **B** | **A** | | Is not able to identify data presented on a bar-graph | Answer specific questions based on data presented on a bar-graph | Reads data on a bar graph designed by the teacher to compare quantities | Compare and contrast data presented on a bar-graph to draw conclusions |  |  |  |  | | --- | --- | --- | | Will happen | Might happen | Won´t happen |   **SHAPE & SPACE (Positions):** Give directions to the child and ask: *where are you?* They must answer *I am next to the table.*  Then, place the plastic teddy bears in different positions: between, behind and next to. Ask: Where is baby bear? The child must be able to say*: baby bear is behind mother bear.*   |  |  |  |  | | --- | --- | --- | --- | | **D** | **C** | **B** | **A** | | Follows instructions that describe position: between, next to, behind. 2 or less/4 | Follows instructions that describe position: between, next to, behind. 3/4 | Follows instructions that describe position: between, next to, behind. 4/4 | **Include the ones worked in PK** (inside-outside, up-down, on, under) |   **3D shapes:**  Set up 5 boxes/containers and select objects from the surroundings ( cups, books, pencils, glue sticks, dice, balls and some wooden shapes, including pyramid and triangular prisms), have the children sort the objects and place them in the container they think it is correct for each shape.   |  |  |  |  | | --- | --- | --- | --- | | **D** | **C** | **B** | **A** | | Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). 1 or less/5 | Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). 2-3/5 | Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). 4/5 | Sorts 3D shapes (cube, rectangular prism, sphere, cylinder and cone). Knows that pyramids and triangular prisms do not go into the containers. 5/5 |   **Paths:** Interview the child based on the drawing he/she made about the place visited last week. The child must be able to show you and name the different ways he/she found to get to that place.   |  |  |  |  | | --- | --- | --- | --- | | **D** | **C** | **B** | **A** | | Draws and explains a way to get to the place | Draws and explains at least a path to get to the place | Draws and explains two paths to get to the place | Draws and explain more than two paths to get to the place, includes directions vocabulary: left, right, forwards, up, down, in front of, etc. (in L1) |   **Number:**  Continue with number bonds for next number, using the same material the child has been exposed to in previous lesson (counters or cuisenaire rods) to evaluate his/her performance.   |  |  |  |  | | --- | --- | --- | --- | | **D** | **C** | **B** | **A** | | Does not identify which number is needed to complete each combination. Tends to put more or less than the amount required. Does not complete first addend to second and guess the number without counting. Needs a lot of support at finding most number bonds for same number. | Using objects finds **most** number bonds for same number, draws and orders them. Identifies missing combination when the teacher takes it out. | Using objects finds, draws and orders **all** possible bonds of numbers. Easly identifies missing combination when the teacher takes it out. | Has internalized the value of the rods, does not need to compare/measure the length of the rods to know their value. Makes number bonds finding all possible combinations with 2 cuisenaire rods. Draws and orders them. Easly identifies missing combination when the teacher takes it out. |   **Note:**  The number that the child has completed does not affect his/her grade. Grade depends on his/her thinking skills and the material he/she is able to use.  **ICT Games:**  Go to link: <http://www.ixl.com/math/grade/kindergarten/> and use this resource to practice **numbers and counting up to 20** | | | | | | | | | | | |
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